

## BETHEL ELEMENTARY

111 Bethel School Road  
Simpsonville, South Carolina 29681

**GRADES** K-5 Elementary School

**ENROLLMENT** 971 Students

**PRINCIPAL** Dr. Paula C. Ely 864-967-1866

**SUPERINTENDENT** Dr. Phinnize J. Fisher 864-241-3456

**BOARD CHAIR** Tommie Reece 864-271-3619

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	1	0	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Good	N/A
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	No
<b>2004</b>	Good	Unsatisfactory	Yes

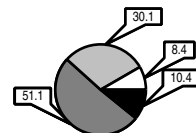
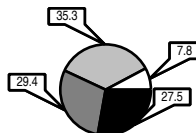
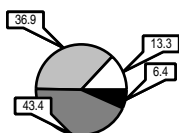
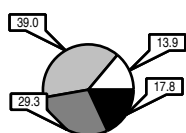
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	499	99.0	12.5	37.5	43.5	6.5	62.7	Yes	Yes
<b>Gender</b>									
Male	246	98.8	18.2	37.7	39.4	4.7	57.2		
Female	253	99.2	7.0	37.3	47.5	8.2	68.0		
<b>Racial/Ethnic Group</b>									
White	392	99.5	9.1	36.5	46.6	7.8	66.9	Yes	Yes
African-American	81	96.3	26.8	45.1	26.8	1.4	42.3	Yes	Yes
Asian/Pacific Islanders	11	100.0	9.1	18.2	72.7	0.0	81.8	I/S	I/S
Hispanic	12	100.0	27.3	45.5	27.3	0.0	36.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	426	100.0	8.0	37.1	48.2	6.7	68.7		
Disabled	73	93.2	41.5	40.0	13.8	4.6	24.6	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	499	99.0	12.5	37.5	43.5	6.5	62.7		
<b>English Proficiency</b>									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	495	99.0	11.8	37.8	43.9	6.5	63.2		
<b>Socio-Economic Status</b>									
Subsidized meals	73	97.3	25.8	50.0	24.2	0.0	38.7	Yes	Yes
Full-pay meals	426	99.3	10.5	35.6	46.4	7.4	66.3		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	499	99.0	12.9	39.4	29.4	18.3	62.1	Yes	Yes
<b>Gender</b>									
Male	246	98.8	13.6	36.9	30.9	18.6	63.1		
Female	253	99.2	12.3	41.8	27.9	18.0	61.1		
<b>Racial/Ethnic Group</b>									
White	392	99.5	9.1	37.2	33.6	20.1	68.5	Yes	Yes
African-American	81	96.3	31.0	56.3	7.0	5.6	23.9	Yes	Yes
Asian/Pacific Islander	11	100.0	0.0	18.2	27.3	54.5	100.0	I/S	I/S
Hispanic	12	100.0	36.4	27.3	27.3	9.1	45.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	426	100.0	8.0	40.0	31.8	20.2	67.2		
Disabled	73	93.2	44.6	35.4	13.8	6.2	29.2	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	499	99.0	12.9	39.4	29.4	18.3	62.1		
<b>English Proficiency</b>									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	495	99.0	12.6	39.3	29.6	18.5	62.2		
<b>Socio-Economic Status</b>									
Subsidized meals	73	97.3	24.2	59.7	8.1	8.1	29.0	Yes	Yes
Full-pay meals	426	99.3	11.2	36.4	32.5	19.9	67.0		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	156	100.0	8.8	20.3	58.1	12.8	70.9
	<b>Grade 4</b>	163	100.0	10.1	34.0	50.3	5.7	56.0
	<b>Grade 5</b>	208	100.0	20.3	46.0	32.2	1.5	33.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	144	99.3	9.2	22.7	48.2	19.9	68.1
	<b>Grade 4</b>	190	99.5	12.4	39.5	48.1	N/A	48.1
	<b>Grade 5</b>	165	98.2	15.1	48.4	34.6	1.9	36.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	156	100.0	7.4	34.5	38.5	19.6	58.1
	<b>Grade 4</b>	163	100.0	9.4	37.7	27.0	25.8	52.8
	<b>Grade 5</b>	208	100.0	12.4	44.1	26.2	17.3	43.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	144	99.3	15.6	43.3	29.8	11.3	41.1
	<b>Grade 4</b>	190	99.5	8.6	42.7	31.9	16.8	48.6
	<b>Grade 5</b>	165	98.2	15.1	34.0	25.8	25.2	50.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 971)				
First graders who attended full-day kindergarten	100.0%	N/C	95.7%	100.0%
Retention rate	2.3%	Up from 1.6%	1.5%	2.7%
Attendance rate	97.7%	Up from 97.5%	97.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.8%		1.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.6%		0.8%	3.5%
Eligible for gifted and talented	33.8%	Down from 42.1%	38.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.5%	Down from 7.5%	5.6%	8.2%
Older than usual for grade	0.6%	Down from 0.8%	0.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 55)				
Teachers with advanced degrees	52.7%	Up from 48.3%	60.0%	51.4%
Continuing contract teachers	100.0%	Up from 91.4%	91.7%	87.5%
Highly qualified teachers**	98.1%	N/A	95.1%	95.0%
Teachers with emergency or provisional certificates	1.8%		0.0%	0.0%
Teachers returning from previous year	86.9%	Up from 85.1%	89.9%	86.7%
Teacher attendance rate	96.0%	Down from 98.1%	95.6%	94.9%
Average teacher salary	\$43,515	Up 4.9%	\$43,515	\$40,760
Prof. development days/teacher	15.0 days	Up from 9.7 days	10.7 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	23.6 to 1	Up from 22.4 to 1	21.3 to 1	18.9 to 1
Prime instructional time	92.6%	Down from 95.0%	91.5%	90.0%
Dollars spent per pupil*	\$4,818	Up 10.9%	\$5,776	\$6,044
Percent of expenditures for teacher salaries*	69.6%	Down from 72.9%	67.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2003-04 school year was one of tremendous change for Bethel Elementary. When given opportunity through No Child Left Behind legislation, over fifty-five students chose to come to Bethel. In addition, for the first time in many years thirty students were admitted as special permission was extended to children not living within the school attendance area. The end of the school year yielded an enrollment of 987 students.

The 2003-04 SY was a year of growth for the Bethel community. Under the capable leadership of President Jane Cochrane, the Bethel PTA updated technology, funded materials and supplies, renewed playgrounds, instituted landscaping, and provided funding opportunities for staff development. The School Improvement Council members coordinated their visions for Bethel Elementary with the PTA and school administration, thus allowing growth in many positive and productive directions.

For the third consecutive year, Bethel Elementary was recognized with a Palmetto Gold Award for outstanding scores on the PACT statewide testing program. The school staff and community members completed the school portfolio and enjoyed accreditation being awarded again as a result of the SACS process (Southern Association of Colleges and Schools). Among the greatest accomplishments realized by the school was the Parent Involvement School of Excellence Certification. A flag proudly flies at the front entrance of the school, announcing this notable designation of Bethel Elementary. Indeed, celebration was very much a part of the 2003-04 school year.

The theme, "Constructing American Authors", was woven throughout the 2003-04 instructional program. Student learning increasingly focused upon writing each and every day as the school approached the Exemplary Writing application process. Faculty members joined the effort as they compiled their many genres of writing as part of their evaluation process. Teacher learning continues to be enhanced through Intel technology classes, university programs, and school, district, and state professional development opportunities.

Mrs. Jill Kelly, SIC Chair  
Dr. Paula C. Ely, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	40	157	88
Percent satisfied with learning environment	87.2%	91.6%	87.4%
Percent satisfied with social and physical environment	94.9%	90.3%	95.5%
Percent satisfied with home-school relations	97.4%	90.2%	82.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.